



CURRICULUM PLAN DRAMA

YEAR	TRINITY 2	MICHAELMAS 1	MICHAELMAS 2	LENT 1	LENT 2	TRINITY 1
7	X	<p>Prometheus</p> <p>Key Procedural Knowledge: Practical work: Space, levels, Focus, body language, gesture, facial expression, Freeze-frame, slow motion, marking the moment, exaggeration.</p> <p>Written Work: Describing performance skills</p> <p>Key Disciplinary Knowledge. Greek origins of modern drama. Mime Style Types of stage. Lecoq's states of tension Role and Character Spontaneous Improvisation</p> <p>PLTs: Creative Thinkers Team Workers Reflective Learners Self-Manager Character / Christian Values Creation, community, service</p>	<p>Prometheus</p> <p>Key Procedural Knowledge: Practical work: Space, levels, Focus, body language, gesture, facial expression, Freeze-frame, slow motion, marking the moment, exaggeration.</p> <p>Written Work: Describing performance skills</p> <p>Key Disciplinary Knowledge. Greek origins of modern drama. Mime Style Types of stage. Lecoq's states of tension Role and Character Spontaneous Improvisation</p> <p>PLTs: Creative Thinkers Team Workers Reflective Learners Self-Manager Character / Christian Values Creation, community, service</p>	<p>Pantomime</p> <p>Key Procedural Knowledge: Practical work: Space, levels, focus, body language, gesture, facial expression, exaggeration, Exposition of action.</p> <p>Written Work: Story Structure Costume Design</p> <p>Key Disciplinary Knowledge. Story Structure. Audience expectations of style and genre. Pantomime Conventions Use of voice. Types of stage. Role and Character</p> <p>PLTs: Creative Thinkers Team Workers Reflective Learners Self-Manager Character / Christian Values Creation, community, service, Resilience, Confidence, Determination. Grit</p>	<p>Pantomime</p> <p>Key Procedural Knowledge: Practical work: Space, levels, focus, body language, gesture, facial expression, exaggeration, Exposition of action.</p> <p>Written Work: Story Structure Costume Design</p> <p>Key Disciplinary Knowledge. Story Structure. Audience expectations of style and genre. Pantomime Conventions Use of voice. Types of stage. Role and Character</p> <p>PLTs: Creative Thinkers Team Workers Reflective Learners Self-Manager Character / Christian Values Creation, community, service, Resilience, Confidence, Determination. Grit</p>	<p>Pantomime</p> <p>Key Procedural Knowledge: Practical work: Space, levels, focus, body language, gesture, facial expression, exaggeration, Exposition of action.</p> <p>Written Work: Story Structure Costume Design</p> <p>Key Disciplinary Knowledge. Story Structure. Audience expectations of style and genre. Pantomime Conventions Use of voice. Types of stage. Role and Character</p> <p>PLTs: Creative Thinkers Team Workers Reflective Learners Self-Manager Character / Christian Values Creation, community, service, Resilience, Confidence, Determination. Grit</p>
8	<p>Improvisation Skills.</p> <p>Key Procedural Knowledge: Practical Work: Accepting, Blocking, Trust,</p> <p>Key Disciplinary Knowledge: What are you doing</p>	<p>Wacky Soap – Story Telling Skills</p> <p>Key Procedural Knowledge: Practical Work: Space, levels, Focus, body language, gesture, facial expression, Freeze Frame, Narration, Dialogue, Physical Theatre.</p>	<p>Wacky Soap – Improvisation Skills</p> <p>Key Procedural Knowledge: Practical work: Spontaneous improvisation, Hot seating to create character.</p>	<p>Tempest – Working with Script. – Set and Lighting</p> <p>Key Procedural Knowledge: Practical work:</p>	<p>Cautionary Tales – Political Theatre Devising Plays</p> <p>Key Procedural Knowledge: Practical Work. Space, levels, Focus, body language, gesture, facial expression, Freeze Frame, Narration, Dialogue, Physical Theatre.</p>	<p>Cautionary Tales Devising Plays –</p> <p>Key Procedural Knowledge: Practical Work. Space, levels, Focus, body language, gesture, facial expression, Freeze Frame, Narration, Dialogue, Physical Theatre.</p>



<p>Freeze Game. Role of improvisation in devised work. PLTs: Creative Thinkers Team Workers Reflective Learners Self-Manager</p> <p>Character / Christian Values Creation, community, service, Resilience, Confidence, Determination. Grit</p>	<p>Energy Key Disciplinary Knowledge: Exploration of an Issue through allegory. Laban's Key words – to create movement. History purpose and use of the chorus in theatre.</p> <p>Written Work: Describing and evaluating a performance.</p> <p>PLTs: Creative Thinkers Team Workers Reflective Learners Self-Managers</p> <p>Character / Christian Values Creation, community, service, Resilience, Confidence, Determination. Grit, Tolerance</p>	<p>Key Disciplinary Knowledge: Using Drama as a tool for social action. Spontaneous Improvisation Creating a role – Before page Zero. Playing the objective. Hot seating Persuasive language techniques.</p> <p>PLTs: Creative Thinkers Team Workers Reflective Learners Self Managers</p> <p>Character / Christian Values Creation, community, service, Resilience, Confidence, Determination.</p> <p>PLTs: Creative Thinkers Team Workers Reflective Learners Self-Managers</p> <p>Character / Christian Values Creation, community, service, Resilience, Confidence, Determination. Grit, Tolerance</p>	<p>Creating physical action, Space, levels, focus, body language, gesture, facial expression, use of voice, Laban's key words for vocal expression.</p> <p>Key Disciplinary Knowledge: Freeze Frames, Script analysis, Actioning a script. Set Design – Theatre architecture and types of stage. Lighting Design – Types of lanterns building a set state and cue list. Using Magic Q.</p> <p>PLTs: Creative Thinkers Team Workers Reflective Learners Self Managers</p> <p>Character / Christian Values Creation, community, service, Resilience, Confidence, Determination.</p> <p>PLTs: Creative Thinkers Team Workers Reflective Learners Self-Managers</p> <p>Character / Christian Values Creation, community, service, Resilience, Confidence, Determination. Grit, Tolerance</p>	<p>Energy, monologue, use of voice. Production process.</p> <p>Key Disciplinary Knowledge: Skills Play structure and style, narrative conventions. Linear, cyclical, nonlinear plots. Theatrical conventions: Freeze Frame, Monologue, dialogue, Choral speaking, Physical, theatre, multirole play, Narration, simple Brechtian devices.</p> <p>PLTs: Creative Thinkers Team Workers Reflective Learners Self Managers</p> <p>Character / Christian Values Creation, community, service, Resilience, Confidence, Determination.</p> <p>PLTs: Creative Thinkers Team Workers Reflective Learners Self-Managers</p> <p>Character / Christian Values Creation, community, service, Resilience, Confidence, Determination. Grit, Tolerance</p>	<p>Energy, monologue, use of voice. Production process.</p> <p>Key Disciplinary Knowledge: Skills Play structure and style, narrative conventions. Linear, cyclical, nonlinear plots. Theatrical conventions: Freeze Frame, Monologue, dialogue, Choral speaking, Physical, theatre, multirole play, Narration, simple Brechtian devices.</p> <p>PLTs: Creative Thinkers Team Workers Reflective Learners Self Managers</p> <p>Character / Christian Values Creation, community, service, Resilience, Confidence, Determination.</p> <p>PLTs: Creative Thinkers Team Workers Reflective Learners Self-Managers</p> <p>Character / Christian Values Creation, community, service, Resilience, Confidence, Determination. Grit, Tolerance</p>
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<p>9</p>	<p>Improvisation Skills.</p> <p>Key Procedural Knowledge: Practical Work: Accepting, Blocking, Trust, Trust exercises Simply be, character objective, Emotional subtexts, whole group role play,</p> <p>Key Disciplinary Knowledge: Team building skills. Role of improvisation in devised drama.</p> <p>Key Procedural Knowledge:</p> <p>PLTs: Creative Thinkers Team Workers Reflective Learners Self-Manager</p> <p>Character / Christian Values Creation, community, service, Resilience, Confidence, Determination. Grit</p>	<p>Continue Improvisation Skills, for 3 weeks then into Shakespeare's Theatre – Creating Tension</p> <p>Key Procedural Knowledge: Practical Work: Accepting, Blocking, Trust, Trust exercises Simply be, character objective, Emotional subtexts, whole group role play,</p> <p>Key Disciplinary Knowledge: Team building skills. Role of improvisation in devised drama.</p> <p>Key Substantive Knowledge: Architecture of the globe theatre, Generating tension. Laban techniques to govern style of movement and line delivery. Using costume to support plot and themes of a performance.</p> <p>PLTs: Creative Thinkers Team Workers Reflective Learners Self-Manager</p> <p>Character / Christian Values Creation, community, service, Resilience, Confidence, Determination. Grit, Tolerance and Respect</p>	<p>Shakespeare's Theatre – Romeo and Juliet. – Creating Conflict.</p> <p>Key Procedural Knowledge: Practical Work: Space, levels, Focus, body language, gesture, facial expression, Use of voice, journey of a scene, stage fighting techniques, Empathy, thought tracking, Showing subtext,</p> <p>Key Substantive Knowledge: Facts about the Elizabethan theatre and its position within British Culture. Position of Romeo and Juliet as a canonical text and a signifier of division and social change.</p> <p>Key Disciplinary Knowledge: Architecture of the globe theatre, Generating tension. Laban techniques to govern style of movement and line delivery. Empathy, Script analysis – punctuation, line endings and imagery</p> <p>PLTs: Creative Thinkers Team Workers Reflective Learners Self-Manager</p> <p>Character / Christian Values Creation, community, service, Resilience, Confidence,</p>	<p>1960's to Now – Conventions of Modern British Theatre</p> <p>Key Procedural Knowledge: Practical Work: Space, levels, Focus, body language, gesture, facial expression, Use of voice, Importance of the small, Monologue, Building Physical Theatre Motifs. Performance preparation timetable.</p> <p>Key Substantive Knowledge: Overview of the progression of representation, style and genre in British Theatre from 1960 to the present.</p> <p>Key Disciplinary Knowledge: Realism, Stanislavsky, Brecht Alienation, Physical theatre, Genre,</p> <p>Written Work: Theatre company research</p> <p>PLTs: Creative Thinkers Team Workers Reflective Learners Self-Manager</p> <p>Character / Christian Values Creation, community, service, Resilience, Confidence, Determination. Grit, Tolerance, Respect</p>	<p>1960's to Now – Conventions of Modern British Theatre</p> <p>Key Procedural Knowledge: Practical Work: Space, levels, Focus, body language, gesture, facial expression, Use of voice, Importance of the small, Monologue, Building Physical Theatre Motifs. Performance preparation timetable.</p> <p>Key Substantive Knowledge: Overview of the progression of representation, style and genre in British Theatre from 1960 to the present.</p> <p>Key Disciplinary Knowledge: Realism, Stanislavsky Brecht Alienation, Physical theatre, Genre,</p> <p>Written Work: Theatre company research</p> <p>PLTs: Creative Thinkers Team Workers Reflective Learners Self-Manager</p> <p>Character / Christian Values Creation, community, service, Resilience, Confidence, Determination. Grit, Tolerance, Respect</p>	<p>Blood Brothers – Context and Creating Character.</p> <p>Key Procedural Knowledge Practical Work: Space, levels, Focus, body language, gesture, facial expression, Use of voice, Analysis of the journey of a scene,</p> <p>Key Substantive Knowledge: Work of Willy Russell Historical Context, dramatic mission.</p> <p>Key Disciplinary Knowledge: Musical Theatre Realistic Style Stanislavsky Hot seating Interpreting Script to develop character.</p> <p>PLTs: Creative Thinkers Team Workers Reflective Learners Self-Manager</p> <p>Character / Christian Values Creation, community, service, Resilience, Confidence, Determination. Grit, Tolerance, Respect</p>
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			Determination. Grit, Tolerance, Respect			
10	<p>Introduction to Btec Performing Arts Tec Award.</p> <p>Key Procedural Knowledge: Space, levels, Focus, body language, gesture, facial expression, Use of voice, The Role of a performer.</p> <p>Organising a rehearsal</p> <p>Disciplinary Skills: Team building, the role and expectations of a performer, Rehearsal techniques. Rehearsal organisation. How to be a successful member of a company.</p> <p>Substantive Knowledge: Revise types of Style, Form, Genre,</p>	<p>Introduction Devising Drama</p> <p>Key Procedural Knowledge: Use of Space and Levels Movement Ensemble work Directing Skills Improvisation</p> <p>Key Disciplinary Knowledge: Peter Brook The use of a Chorus Physical Theatre – Lloyd Newsome and Frantic Assembly</p> <p>PLTs: Creative Thinkers Team Workers Reflective Learners Self-Manager</p> <p>Character / Christian Values Creation, community, service, Resilience, Confidence, Determination. Grit, Tolerance, Respect</p>	<p>Component Two Developing Skills and Techniques in the Performing Arts. – Component Preparation</p> <p>Key Procedural Knowledge: Development rehearsal and design techniques. Development of vocal physical and skills. Preparation and recreation of existing texts. Development of vocal physical and skills. Preparation and recreation of existing texts. Use of the lighting desk</p> <p>Key Disciplinary Knowledge: Style, Genre, Form, narrative, creative intention, theme, influence of key practitioners, Company Roles, and Responsibilities.</p>	<p>Component Two Assessment and Marking.</p> <p>Key Procedural Knowledge: Development rehearsal and design techniques. Development of vocal physical and skills. Preparation and recreation of existing texts.</p> <p>Key Disciplinary Knowledge: Style, Genre, Form, narrative, creative intention, theme, influence of key practitioners, Company Roles, and Responsibilities. Progress Logbooks, Evaluation</p> <p>PLTs: Creative Thinkers Team Workers Reflective Learners Self-Manager</p>	<p>Component One Exploring the Performing Arts Preparation</p> <p>Key Procedural Knowledge: Response to a stimulus, Research and Context Development and rehearsal techniques. Development of vocal and physical skills.</p> <p>Key Disciplinary Knowledge: Style, Genre, Form, narrative, creative intention, theme, influence of key practitioners, Company Roles and Responsibilities, progress logs and personal skills audits</p> <p>PLTs: Creative Thinkers Team Workers Reflective Learners Self-Manager</p>	<p>Component Three Preparation – Responding to a Brief</p> <p>Key Procedural Knowledge: Response to a stimulus, Research and Context Development and rehearsal techniques. Development of vocal and physical skills.</p> <p>Key Disciplinary Knowledge: Style, Genre, Form, narrative, creative intention, theme, influence of key practitioners, Company Roles and Responsibilities, progress logs and personal skills audit.</p> <p>PLTs: Creative Thinkers Team Workers Reflective Learners Self-Manager</p>



			<p>Progress Logbooks, Evaluation. Principles of lighting design.</p> <p>PLTs: Creative Thinkers Team Workers Reflective Learners Self-Manager</p> <p>Character / Christian Values Creation, community, service, Resilience, Confidence, Determination. Grit, Tolerance, Respect</p>	<p>Character / Christian Values Creation, community, service, Resilience, Confidence, Determination. Grit, Tolerance, Respect</p>	<p>Character / Christian Values Creation, community, service, Resilience, Confidence, Determination. Grit, Tolerance, Respect</p>
11	<p>Component Three Preparation – Responding to a Brief</p> <p>Key Procedural Knowledge: Response to a stimulus, Research and Context Development and rehearsal techniques. Development of vocal and physical skills.</p> <p>Key Disciplinary Knowledge: Style, Genre, Form, narrative, creative intention, theme,</p>	<p>Component One and Component Two Assessment and Marking</p> <p>Key Procedural Knowledge: Development rehearsal and design techniques. Development of vocal physical and skills. Preparation and recreation of existing texts.</p> <p>Key Disciplinary Knowledge: Style, Genre, Form,</p>	<p>Component One and Component Two Assessment and Marking</p> <p>Key Procedural Knowledge: Development rehearsal and design techniques. Development of vocal physical and skills. Preparation and recreation of existing texts.</p> <p>Key Disciplinary Knowledge: Style, Genre, Form,</p>	<p>Component Three Assessment – Responding to a Brief</p> <p>Potential resit of components one or two.</p> <p>Key Procedural Knowledge: Response to a stimulus, Research and Context Development and rehearsal techniques. Development of vocal and physical skills.</p>	<p>Component Three Assessment – Responding to a Brief</p> <p>Potential resit of components one or two.</p> <p>Key Procedural Knowledge: Response to a stimulus, Research and Context Development and rehearsal techniques. Development of vocal and physical skills.</p>



	<p>influence of key practitioners, Company Roles and Responsibilities, progress logs and personal skills audit</p> <p>PLTS: Team Workers Reflective Learners Creative Thinkers</p>	<p>narrative, creative intention, theme, influence of key practitioners, Company Roles, and Responsibilities. Progress Logbooks, Evaluation</p> <p>PLTS: Team Workers Reflective Learners Creative Thinkers</p> <p>Character / Christian Values Creation, community, service, Resilience, Confidence, Determination. Grit, Tolerance, Respect</p>	<p>narrative, creative intention, theme, influence of key practitioners, Company Roles, and Responsibilities. Progress Logbooks, Evaluation</p> <p>PLTS: Team Workers Reflective Learners Creative Thinkers</p> <p>Character / Christian Values Creation, community, service, Resilience, Confidence, Determination. Grit, Tolerance, Respect</p> <p>PLTS: Team Workers Reflective Learners Creative Thinkers</p> <p>Character / Christian Values Creation, community, service, Resilience, Confidence, Determination. Grit, Tolerance, Respect</p>	<p>Key Disciplinary Knowledge: Style, Genre, Form, narrative, creative intention, theme, influence of key practitioners, Company Roles and Responsibilities, progress logs and personal skills audit.</p> <p>PLTs: Creative Thinkers Team Workers Reflective Learners Self-Manager</p> <p>Character / Christian Values Creation, community, service, Resilience, Confidence, Determination. Grit, Tolerance, Respect</p>	<p>Key Disciplinary Knowledge: Style, Genre, Form, narrative, creative intention, theme, influence of key practitioners, Company Roles and Responsibilities, progress logs and personal skills audit.</p> <p>PLTs: Creative Thinkers Team Workers Reflective Learners Self-Manager</p> <p>Character / Christian Values Creation, community, service, Resilience, Confidence, Determination. Grit, Tolerance, Respect</p>	
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